



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

# THE ELEMENTARY SCHOOL JOURNAL

VOLUME XXI

JUNE, 1921

NUMBER 10

## **Educational News and Editorial Comment**

### NATIONAL PHYSICAL TRAINING

President Eliot recently prepared for the United States Chamber of Commerce a statement of what he regards as the most urgent needs of American education. It is significant that to his mind a better program of physical training is the matter of first importance. A part of his statement as published in the February issue of the *Nation's Business* is as follows:

The first step in the improvement of the American schools is the introduction of universal physical training for both boys and girls from six to eighteen years of age. The program should be comprehensive and flexible, so that the needs of different types of children and different individual pupils can be met. It should include the means of remedying defects and malformations as well as of developing normal bodies. It should include exercises which might fairly be called drills, but many more which would properly be called games or sports. Except in extreme weather most of the exercises should be conducted in the open air. Carriage, posture, gait, rhythmical movements, and team-play should be covered. With the introduction of universal physical training should go the universal employment of physicians and nurses for incessant diagnostic and preventive work in schools of every description.

The faithful and intelligent administration of a sound program of physical training in all American schools, public and private, elementary and secondary, is so intensely a national as distinguished from a local interest, that the program should be prescribed by the national Bureau of Education, or some analogous bureau or commission; and the execution of the program should be incessantly supervised by inspectors appointed and paid by the national government.

Further, the national government might properly and wisely pay to state, county, or municipal educational authorities, or to the trustees or owners of private schools, a small sum (a dollar perhaps) annually for each pupil well trained under the prescribed program for one year, as determined by the national inspectors. When universal physical training has been well carried on for twenty years, an immense improvement will be seen not only in the aspect of the population as respects posture, relation of weight to height, and muscular development, but also in their comfort, health, and productiveness at daily labor.

#### INTERNATIONAL CO-OPERATION IN EDUCATION

In the *Saturday Evening Post* of May 7 there is an article by H. G. Wells entitled "The Salvaging of Civilization, the Schooling of the World." In this article Mr. Wells has urged the setting up of an entirely new curriculum in the elementary schools of both his own country and ours. The breadth of his ambition for the common schools has led him to advocate a course of study which includes a comprehensive survey of languages, a new type of history, mathematics, and science, and a broader cultivation of the appreciation of the arts.

With that portion of the article which deals with the curriculum we cannot concern ourselves at this time. There is a discussion of school organization, however, which is of such importance that it ought to come to the attention of every superintendent and school principal in the United States.

Mr. Wells points out that there is no possibility of securing for every school a teacher of first-class ability. The number of teachers who would justify this description will always be smaller than the demands of the generation to which they belong. Mr. Wells calls attention to the fact that this is one of the important reasons why educational reforms have worked out very slowly. Reforms always assume, he says, that every teacher can be called on to carry forward the work of the classroom at the highest possible level, and it is because this assumption is not valid that most reforms fail. They make too much of a demand upon the teaching staff of the schools. For a similar reason ordinary schools suffer from poor organization of their class exercises. Some mediocre teacher is always trying to teach a lesson which she or he prepared individually, and since the teacher is not of the highest grade this

continual experimenting with lessons works out to the disadvantage of the pupils. Mr. Wells would have the schools organized on the principle that all class exercises should be dictated by the best teachers. Wherever anyone is found who is doing first-class work in geography or mathematics or any other subject, his method should be carefully recorded and the material which he employs for illustration should be duplicated. Other schools should then be supplied with the formulated material that comes from the hand of the expert teacher. A new type of co-operation will thus grow up in the schools which will give the ordinary teacher the benefits of the lessons prepared by those who are most competent in any given field.

Two paragraphs from Mr. Wells's article indicate how he plans to work out this general scheme in an international way so that the schools of all countries will have the benefit of the best material which can be prepared anywhere in the world.

Let me first suggest that every school should have a complete library of very full and explicit lesson notes, properly sorted and classified. All the ordinary subjects in schools have been taught over and over again millions and millions of times. Few people, I think, realize that, and fewer still realize the reasonable consequences of that. Human minds are very much the same everywhere, and the best way of teaching every ordinary school subject, the best possible lesson, and the best possible succession of lessons, ought to have been worked out to the last point, and the courses ought to have been stereotyped long ago. Yet if you go into any school today, in ninety-nine cases out of a hundred you will find an inexpert and ill-prepared young teacher giving a clumsy, vamped-up lesson as though it had never been given before. He or she will have no proper notes and no proper diagrams, and a halting and faulty discourse will be eked out by feeble scratchings with chalk on a blackboard, by querulous questioning of the pupils and irrelevancies. The thing is preposterous.

And linked up with this complete equipment of proper lesson notes upon which the teacher will give the lessons, there should be a thing which does not exist at present in any school and which ought to exist in every school—a collection of some hundreds of thousands of pictures and diagrams, properly and compactly filed; a copious supply of maps, views of scenery, pictures of towns, and so forth, for teaching geography; diagrams and tables for scientific subjects, and so on. You must remember that if the schools of the world were thought of as a whole and dealt with as a whole, these things could be produced wholesale at costs out of comparison cheaper than they are made today. There is no reason whatever why school equipment should not be a world

market. A lesson upon the geography of Sweden needs precisely the same maps, the same pictures of scenery, types of people, animals, cities, and so forth, whether that lesson is given in China or Peru or Morocco or London.

#### PAN-PACIFIC EDUCATIONAL CONFERENCE

The nations that border on the Pacific Ocean have organized themselves into a conference known as the Pan-Pacific Union. It is the purpose of this organization to call together from time to time representatives of the different nations for the discussion of economics and social matters. During the coming summer it is planned to carry on a conference of educators which shall deal with the fundamental problems of the countries concerned. A full announcement borrowed from the *Pan-Pacific Union Bulletin* is as follows:

For the first time in the history of Hawaii the United States government is officially inviting delegates to an international conference to be held in the city of Honolulu. The Nile today brought to the Pan-Pacific Union a copy of the letter sent out by the Department of State inviting the countries of the Pacific to participate in the Pan-Pacific Educational Conference, which will be held here next August. The letter from the State Department, Washington, February 19, follows:

"To the Diplomatic Officers of the United States accredited to Guatemala, Salvador, Nicaragua, Honduras, Costa Rica, Panama, Colombia, Ecuador, Peru, Bolivia, Chile, Japan, China, and Siam:

"Gentlemen: A Pan-Pacific Congress on Education will meet at Honolulu, Hawaii, from August 11 to August 21, 1921, under the auspices and patronage of the Pan-Pacific Union.

"A presentation of educational conditions in each country.

"A presentation and discussion of the possibilities and needs of education in the several countries, viewed from the standpoint of their civilization, their form of government, their productive activity and natural resources.

"A discussion of the forms of organization of schools and other educational agencies to meet these conditions and minister to these needs.

"A discussion of support of education, including sources and methods of taxation.

"It is the desire of the Union that each of the states and self-governing colonies bordering on the Pacific should be represented at the forthcoming Congress, either by delegates actually engaged in the elementary, secondary, higher, and professional and technical education of that country, or by those competent to speak of such work.

"At the request of the directors of the Union, the United States Commissioner of Education will undertake the direction of the Congress; and the

Secretary of the Interior, under whose administration the Bureau of Education falls, has requested the Department of State, on behalf of the Union, to transmit an invitation to the governments of the states and self-governing colonies bordering on the Pacific to appoint delegates of the character mentioned to the Congress.

"You are accordingly instructed to communicate, on behalf of the Pan-Pacific Union, to the governments to which you are respectively accredited, an invitation in the sense above indicated. You will add that while the Congress will not be under the auspices and patronage of the Government of the United States, this Government will be glad to learn that the Government to which you are accredited will regard the Congress of sufficient interest and importance to warrant its participation therein by expert delegates.

"Detailed information concerning the Congress will be later furnished by the United States Bureau of Education and by the Pan-Pacific Union.

"I am, gentlemen,

"Your obedient servant,

"For the Secretary of State,

"ALVEY A. ADEE,

"Second Assistant Secretary."

#### CERTIFICATING AGENCY IN THE UNITED STATES

Dr. Monahan, of the Bureau of Education of the National Catholic Welfare Council, has prepared for the use of Catholic schools and colleges a complete statement of the agencies which grant teachers' certificates in the different states of the United States. This material is being distributed to Catholic schools in order that there may be a general understanding of the requirements in the different parts of the country for admission to the teaching profession. One part of the pamphlet which contains this general information is of so much interest to all students of education that it is quoted so as to indicate the different types of agencies in the different states which are responsible for teachers' certificates.

Teaching certificates are issued by state, county, and local (town, district, or city) authorities. Regulations governing city certificates are in most cases made by the local boards and are too numerous and varied to be included in this brief paper. Temporary and emergency certificates and permits are also omitted. Considering then the state, county, and township or district certificates (outside of cities), there are the following systems of administrative organization:

1. State systems, in which all certificates are issued by state authorities and the state retains control over the whole matter of certification of teachers:

New Hampshire, Rhode Island, Maine, New Jersey, Vermont, Delaware, Maryland, Virginia, West Virginia, North Carolina, Florida, Tennessee, Alabama, Louisiana, Minnesota, Iowa, North Dakota, South Dakota, Montana, Wyoming, Utah, New Mexico, Nevada, Arizona, Oregon, Washington; total 26.

2. State controlled systems, in which state, county, and district (New York) authorities may issue certificates, but the authority governing the issue, including giving questions and examining papers, is retained by the state officials; local authorities merely issue certificates: New York, Kentucky, Missouri, Nebraska, Indiana, Illinois, Idaho; total 7.

3. Semi-state systems, in which states exercise some but not complete control; the state department makes the regulations and gives the questions for examinations, but local authorities examine the papers and issue certificates: South Carolina, Georgia, Arkansas, Mississippi, Oklahoma, Texas, Kansas, Ohio, Michigan, Colorado; total 10.

4. State-county systems, in which the state, county, township, city, and certain district authorities all issue some certificates and govern all or important regulations, formulating questions for example, under which they are granted: Pennsylvania, California, Wisconsin; total 3.

5. State-local systems, in which complete power of certain certification is given to the state department, and complete power of others to the township school committees: Massachusetts, Connecticut; total 2.

The preceding classification shows a decided centralization of certification in state authorities. The tendency toward this centralization has been very marked during the past decade. Uniformity in a state system is obtained only when state authorities examine the papers, as well as give questions and make regulations under which examinations are held and certificates issued. In thirty-three states, therefore, the state control is supreme.

#### PRACTICAL CIVICS IN THE ELEMENTARY SCHOOL

Superintendent Raaen, of Finley, North Dakota, has described an organization which was developed under his direction in the elementary schools. This organization has the name Little Citizen's League. It is intended to give practical training in civics to children who are too young to assume all of the obligations of self-government but ought to be led by their school activities to see the necessity of co-operation in developing a better community.

First of all, I made the children understand that the Little Citizen's League was a club organized for their own special benefit, and if they would do all in their power to make it a success, they would be the winners. By having this club the children learn to become independent workers and they realize that the school is for their own good. Every pupil is a member of this club,

and when we organized we elected our officers and committees, chosen from the older pupils. I have four committees. One is a committee of three on information and programs, whose duty it is to obtain all the information possible regarding work taken up in class. They send for pamphlets on health, agriculture, etc., and then different ones have them for special reports in class. This committee also has charge of the programs; they assign each pupil his part, with the teacher as a general supervisor, but the teacher should stay in the background as much as possible and let the children use their own minds.

The second committee (of three) is on health and sanitation, whose duty it is to see that everything in and around the school is clean and sanitary, such as the water jar, cooking utensils, etc. This committee also has charge of the Health Crusade work. If the school has not joined the Health Crusaders Club, a daily and weekly inspection plan should be arranged, whereby this committee inspects each pupil and keeps a record of the condition of his or her finger nails, teeth, face, hands, shoes, handkerchief, etc. The weekly inspection deals with the bath, clean clothes, hooks and eyes, buttons, etc. The children should be taught to sew on their own buttons and hooks and eyes in their clothing.

The third committee is on physical training and is responsible for active organized play and recreation at every intermission.

The fourth committee is on aid, whose duty it is to take care of all funds raised by the pupils such as Junior Red Cross, Near East Relief, etc. They should also instruct the younger pupils in regard to their duties as members of the club.

Then we elected a president, whose duty it is to preside at the club meetings and programs. A policeman was elected who keeps general good order among the pupils. It is also his duty to put up the flag each day when the weather permits.

There are a great many benefits derived from the Little Citizen's League. It teaches the child responsibility and trains him to actual practice in organization, and he realizes that it is a government "of his world, by his world, and for his world." It trains the child to think of himself, of others, and their relationship to him, and also to speak for himself and others.

I think that any teacher who tries this plan will find out for herself that each pupil will have a different attitude toward her and the rest of the pupils, and they will like the club.

#### THE STERLING-TOWNER BILL

The bill for the creation of a federal department of education is to be sponsored in the Senate by Senator Thomas Sterling of South Dakota and is hereafter to bear his name instead of that of Senator Smith. Discussions of revisions are becoming more common, and it



is not unlikely that the bill will undergo in the near future those changes which have been advocated for some years in these columns. As powerful support to the contention that no federal department should be organized which does not include the Federal Board for Vocational Education, comes the referendum of the colleges. On other matters also the colleges of the country have spoken with much promise of influence. If the sponsors of the movement are wise, they will hasten to take advantage of the suggestions which the American Council on Education offers. A very full statement of the Council's position is reported by Mr. Ryan, educational editor of the *New York Evening Post*, as follows:

An overwhelming majority of the membership of the American Council on Education, composed of the leading higher educational institutions and educational organizations of the United States, favors the creation of a federal department of education, with a secretary in the President's Cabinet, according to the results of a referendum conducted during the past year and just made public by the Council.

The result of the referendum is regarded as of special importance because of the conservative character of the membership of the Council, which includes practically all the privately endowed colleges and universities of the country. Educators active in the Council have often been cited as opposed to the department of education plan.

On the question of large federal appropriations apportioned on a fifty-fifty basis to the states the Council's membership was about evenly divided. A large majority favored amendments to the Smith-Towner Bill as it was presented in the Sixty-sixth Congress, one amendment insisted upon by most of the membership being to include the Federal Board for Vocational Education in the new department when first created. Another amendment generally indorsed provided for an advisory council to the Secretary of Education—a suggestion that has been incorporated in the new bill as introduced by Congressman Towner in the House of Representatives and Senator Sterling in the Senate.

Conspicuous among the educational organizations that favor the department of education plan, as recorded in the Council's report, is the Association of Land-Grant Colleges. This association has generally been put down as opposed to the idea, because of a fear among the members that a department of education at Washington might mean interference with the half-century-old relationship between the agricultural colleges and the United States Department of Agriculture. The Association of Land-Grant Colleges, it now develops, has gone on record specifically in favor of a department of education, with national leadership and national financial support, but it requests guarantees that the

existing arrangement with the Department of Agriculture shall be maintained.

The council report includes a lengthy opinion from the University of Chicago Senate, which, while approving strongly of federal participation in education, points out what it regards as defects in the pending bills. In particular, it urges that the federal agency to be created for education be primarily scientific in character and not chiefly an agency for the distribution of funds to the states.

In the meantime, the situation at Washington with regard to the bill continues uncertain. All the forces behind the bill agree that President Harding's proposal for a department of public welfare is decidedly embarrassing. They are willing to co-operate with the administration forces, however, on the following conditions: (a) that the proposed department be called a Department of Education and Public Welfare; (b) that the fundamental principles of the educational bill be accepted and included in the educational division of the proposed department. General Sawyer, Senator Kenyon, and Congressman Fess are all said to favor the proposal for a department of education and welfare, with the principles of the Education Bill included, but President Harding has not yet made a decision. The matter was discussed in a Cabinet meeting last week, and it is reported that the Cabinet divided, some members definitely favoring a separate department of education.

#### SELECTING TEXTBOOKS

There is a section of the National Education Association which deals with educational publications. This section is attended largely by publishers, and the papers deal for the most part with problems which confront the makers of books. From time to time, however, the section has listened to discussions which are of much broader interest. A copy of the paper presented by Mr. C. W. Taber, western manager of the J. B. Lippincott Company, to the publishers contains a series of statements about the responsibility for the selection of textbooks which is not likely to be accepted without debate. Teachers have in recent years demanded a larger share in administrative control of schools, and there will be many who will not accept the dictum that the superintendent should have sole authority or responsibility in the selection of textbooks.

Mr. Taber's argument is as follows:

There appears to be a standard, a scale, a measurement, or method of procedure for nearly everything connected with the schools from the buying of

fuel to the hiring of teachers, with the single exception of the selection of textbooks. The methods employed are as numerous as are the superintendents and as diversified as the sum-total of their idiosyncrasies.

A man who is educationally big enough to be the superintendent of a school system should be big enough to assume all responsibility for the selection of textbooks. To appoint a textbook committee to vote on texts means in many cases that the superintendent is afraid to stand before his constituency and say, "I did it. What have you to say about it?" The committee divides the responsibility as well as the censure of the community, if any. To leave the vote in the hands of teachers is an admission that the superintendent knows little about the subject under discussion. If several books are to be adopted a committee vote always means compromises, and compromises should not enter into the selection of texts.

To fix the responsibility upon the superintendent does not mean that he would not consult his principals, supervisors, and expert teachers. It simply means that he shall be the final arbiter; he shall cast the deciding vote.

If a textbook committee is to be chosen it should be a small one; perhaps of not more than three members. In the counties of one state the textbook committees consist of about thirteen members and every county must vote on the same day. Here is a situation that precludes many publishers from presenting their books, though these may be the latest and best of their kind. Publishers do not like to submit books if they cannot be followed up by personal agency work, but in this state only the companies able to maintain a large field force are able to work the county adoptions, with the result that they secure the bulk of the business. This is another illustration of the impossibility of making laws, rules, or regulations that will be equitable to all publishers.

A textbook committee should not include anyone who is not at the time engaged in school work. University and college professors are not suited to select grade or even high-school texts unless they are connected with a department of education or a practice school in which such texts are being used.

Why a plumber, a carpenter, a lawyer, a clergyman, or a county supervisor should be selected for the task of adopting texts simply because such an individual is a member of the board of education is as much a mystery to the publisher as it is an obvious absurdity.

Doubtless, in the matter of formal adoptions it may be necessary for the local school board legally to confirm the superintendent's selections, but such confirmation should be entirely based upon the superintendent's final decisions.

Civic, social, commercial, or religious organizations should not be recognized in the selection of textbooks. Their recommendation for the introduction of new subjects into the curriculum or for the discontinuance of certain subjects should receive serious consideration by both the superintendent and the local board, but the selection of texts to cover necessary subjects is a matter to be determined only by the superintendent with perhaps the recommendation of his advisors.

## EXPENDITURES FOR LUXURIES

Commissioner Claxton has made the point in a number of recent addresses that the nation expends on luxuries so vast an amount of money that if adequate interest could be aroused in education there would be no lack of funds with which to organize and carry forward the work of the schools in the United States. The detailed figures on which Commissioner Claxton's statements are based may be of interest and are given in full in a letter signed by Secretary Houston, former Secretary of the Treasury of the United States. The statements in this letter are as follows:

I have your note of June 7, referring to a reported statement from me to the effect that a canvass of the tax returns for 1919 show that there has been expended in this country at least \$22,000,000,000 for luxuries. You ask that I advise you as to the accuracy of the report and the basis for the figures.

My statement on which the report seems to have been based was that I had asked the Treasury experts to canvass the tax returns and any other sources of information and give me an approximate estimate of what the people would expend in twelve months on what, for the purpose of taxation, Congress seemed to regard as luxuries, or what they would class as luxuries. They handed me the following estimate of expenditure on the items indicated. The estimates under 1 and 2 are based on the tax rates and the tax receipts. Those under 3 are based on such information as the experts could gather.

## I

ESTIMATED EXPENDITURES FOR CERTAIN ARTICLES UPON  
WHICH FEDERAL TAXES ARE NOW LEVIED

Chewing gum.....	\$ 50,000,000
Candy.....	1,000,000,000
Cigarettes.....	800,000,000
Soft drinks, including ice cream and soda.....	350,000,000
Perfumery and cosmetics.....	750,000,000
Admissions and dues.....	800,000,000
Jewelry.....	500,000,000
Cereal beverages.....	230,000,000
Cigars.....	510,000,000
Tobacco and snuff.....	800,000,000
Sporting goods.....	25,000,000
Firearms and shells.....	50,000,000
Cigar and cigarette holders.....	1,000,000
Hunting and shooting garments.....	7,000,000
Fur articles.....	300,000,000
Yachts.....	1,000,000
Carpets, rugs, and wearing apparel (on excesses over stated prices).....	1,500,000,000
Total.....	\$ 7,674,000,000

## 2

Liveries.....	\$ 3,000,000
Pianos, organs, victrolas, etc.....	400,000,000
Electric fans, portable.....	8,000,000
Art works.....	15,000,000
Toilet soaps, etc.....	250,000,000
Automobiles and parts.....	2,000,000,000
Total.....	\$ 2,676,000,000

## 3

## ADDITIONAL ARTICLES

Ice cream.....	\$ 250,000,000
Cakes, confections, etc.....	350,000,000
Luxurious services.....	3,000,000,000
Luxuries in hotels and restaurants.....	750,000,000
Luxurious food, etc.....	5,000,000,000
Other luxuries—joy riding, pleasure resorts, races, etc.....	3,000,000,000
Total.....	\$12,350,000,000
Total estimated expenditures.....	\$22,700,000,000

Opinion will differ as to whether many of these articles should be classed as luxuries or nonessentials and expenditure on them as unwise or extravagant. Expenditure in reasonable measure for many of the articles would not be regarded as luxurious or wasteful, but expenditure in such volume on any of them and the aggregate expenditure for such things and services would, I imagine, be regarded as unreasonable and extravagant, especially in view of present domestic and world conditions. I am aware of the fact that no one would ask the public to eliminate all such expenditure or expect the public to make more than a reasonable reduction of it.